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indulged in by quite young children among civilized peoples. . . . These facts *suggest*, at least, a keener sensitivity and somewhat more specialized muscular control on the part of civilized children." In organization the play of savages most nearly corresponds to that of civilized children from the ages of seven to fifteen. "The parallelism is not complete however, for long before the end of this period civilized children are showing a considerable tendency to organize themselves into societies, both spontaneous and formal." They have, moreover, long since dropped many childish plays retained by adult savages.

"In the psychological characteristics, however, we find the greatest disparity between the two groups. The difference in complexity is very great and beyond this civilized children have many plays in which purely intellectual activity is the attractive element—guessing games, charades, puzzles, geographical games, etc.—a class finding no representation whatever among the tribes here studied."

The results of the study indicate to the mind of the author that evolutionary development has affected not only the civilized adult but also every stage of development of the civilized individual, so that the child does not correspond in his bodily characteristics even, and still less in his mental characteristics, to any stage in the development of the race. "A process of differentiation has been going on throughout the cultural period which has profoundly modified not only the final product, i.e., the product found in civilization, but also all the intervening stages."

The author has collected a large amount of illustrative material in regard to the play of both savages and civilized children, and her monograph is valuable for this as well as for its discussion of the relation between the two types of play.

FRANK N. FREEMAN

Agriculture and Its Needs. By ANDREW SLOAN DRAPER. Syracuse, N.Y.:

C. W. Bardeen, 1909. Cloth. 16mo, pp. 92. 50 cents.

This book is a clear and vigorous statement of the present condition and needs of agricultural education in the state of New York. "New York has 226,000 farms averaging 100 acres each, 200,000 of them operated by their owners." An educated farmer rather than a good farm is the direct aim of agricultural education, though the former is scarcely securable without the latter. To give an efficient education to the farmer he must be induced to study his farm. The farm is the laboratory in which the farmer must get a good deal of his education. In New York agriculture is worse off than it was a half-century ago, and the people have not yet fully learned that they not only have not kept pace in modern agricultural development, but have become less efficient than they used to be. Commissioner Draper sets forth with his characteristic vigor New York's present agricultural conditions, her natural advantages, the attractiveness of rural life, ways of increasing earnings, what can be done in the rural schools, the place of the agricultural college, the general dignity of agricultural education in a democracy, and the demand upon agricultural colleges to prepare teachers of agriculture as well as agriculturists.

OTIS W. CALDWELL